

**Math CAMPPP 2012: Collaborative Analysis of Student Learning (Video)**  
**Making Connections between Student Mathematical Understandings and Learning Disability Profiles**

Refer the YCDSB *Supporting Students with Learning Disabilities* document as you view each student video and consider the following questions.

<p>Student A: Strengths, as listed in IEP</p> <ul style="list-style-type: none"> <li>– Perceptual reasoning</li> <li>– Mathematics; operations and reasoning</li> <li>– Visual memory</li> <li>– Working memory</li> <li>– Processing speed</li> <li>– Visual learning style</li> </ul>	<p>Student A: Needs, as listed in IEP</p> <ul style="list-style-type: none"> <li>– Verbal comprehension (relative)</li> <li>– Reading; decoding and comprehension</li> <li>– Listening comprehension</li> <li>– Verbal memory</li> </ul>
<p>What mathematical understandings are evident?</p>	<p>How are these understandings connected to the IEP profile?</p>
<p>What partial / transitional understandings are evident?</p>	<p>How are these partial / transitional understandings connected to the IEP profile?</p>
<p>What next steps (probing questions / descriptive feedback / activities) would you suggest for this student?</p>	<p>How will these next steps support the student based on their IEP profile?</p>

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<p>Student B: Strengths, as listed in IEP</p> <ul style="list-style-type: none"> <li>– Perceptual reasoning</li> <li>– Working memory</li> <li>– Processing speed</li> <li>– Visual motor integration</li> <li>– Visual learning style</li> <li>– [Expressive and receptive language, applied problem solving, as seen through Academic Assessment]</li> </ul>	<p>Student B: Needs, as listed in IEP</p> <ul style="list-style-type: none"> <li>– Verbal comprehension</li> <li>– Math calculation (relative)</li> <li>– Word recognition, reading fluency</li> <li>– Phonemic decoding (automatic)</li> <li>– Visual tracking</li> <li>– Comprehension of text</li> </ul>
<p>What mathematical understandings are evident?</p>	<p>How are these understandings connected to the IEP profile?</p>
<p>What partial / transitional understandings are evident?</p>	<p>How are these partial / transitional understandings connected to the IEP profile?</p>
<p>What next steps (probing questions / descriptive feedback / activities) would you suggest for this student?</p>	<p>How will these next steps support the student based on their IEP profile?</p>